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AMERICAN COUNCIL ON EDUCATION
1785 MASSACHUSETTS AVE., N. W.
WASHINGTON 6, D. C.

Bulletin No. Volume VIII, Number 39 October 29, 1959

Committee to Nominate Successor to Dr. Adams as President by 1961

The following statement concerning the future retirement of Council President Arthur S. Adams was made on October 9, at the business session of the Council Meeting, by Retiring Chairman O. Meredith Wilson:

"The American Council on Education has had the great good fortune of having for ten years the supervision, the guidance, the counsel, and the benefit of the great wisdom of Arthur Adams. I have, therefore, some great sorrow in reading the paper which I have before me.

"As you know, the Council's Executive Committee several years ago approved a general personnel policy for the Council's staff establishing the retirement age at 65. President Arthur S. Adams will reach that age in July, 1961.

"The Executive Committee has urged him to agree to continue in office after that date, but he has declined on the ground that the general policy can never be effective unless it applies to all members of the staff.

"His own request is that he be permitted to retire as of December 31, 1960, in order that his successor may assume responsibility at the very beginning for a full annual cycle of Council activities.

"By authority vested in me as chairman of the Council, I have appointed a committee to nominate the next Council president. The chairman of this committee is Virgil M. Hancher, the president of the State university of Iowa. The other members are Katharine McBride, president of Bryn Mawr; Everett Case, president of Colgate University; Lawrence Kimpton, president of the University of Chicago; J. Lewis Morrill, president of the University of Minnesota; Father Paul Reinert, president of St. Louis University; and Mark Schinnerer, superintendent of public instruction in the City of Cleveland.

"I am sure that all members of this committee will welcome suggestions from the entire Council membership. I am equally sure that this committee will find great difficulty in replacing the man who is presently our president with someone with equal sympathy, equal understanding, equal breadth, and equal distinction in the field of education. And I solicit your careful help of the committee in order that we may come as near as possible to replacing the man whom we all so greatly admire."

Reports Presented on Discussions at the Annual Meeting

Following are the reports of discussions in the six sections of the Annual Meeting, prepared from written papers by the recorders and oral presentations by the chairmen at the luncheon session on October 9.

SECTION I: Total Faculty Compensation, Salaries and Benefits

The discussion began on the status of faculty compensation today. Statistics were given to show that faculty salaries, as judged in terms of purchasing power, have diminished steadily since the year 1940--a suitable "parity" year. Recognizing this trend, the supporters of higher education have recently made concerted efforts, particularly since the year 1953, to increase faculty salaries, but rising prices have wiped out a large part of the real gain. As one participate phrased it, we must approach the salary problem with a two-fold purpose: to determine what must be done to catch up, and what can be done to keep up. For the next ten years we must increase faculty salaries at least 5% per year to catch up with earlier losses in real income, and another 5% per year to keep up with inflationary trends which appear to be the continuing characteristic of our economy. This should be a minimum goal.

Figures published by the United States Office of Education reveal that faculty salaries across the country were increased by about 7% per year during the three-year period of 1955-1958. However, the latest figures indicate that the percentage has probably dropped for the increase of 1959-1960 salaries over those of last year.

Participants discussed several recent studies which attempt to evaluate the factors of compensation which contribute to recruitment and retention of scholars in the academic profession. In one study, involving a small number of beginning college teachers, 50% of the respondents thought that base salary is of above average importance among the working conditions in the profession, and the remaining 50% considered base salary to be of average importance. Other studies have shown the importance of the following factors in attracting and retaining competent scholars for the academic profession: individual freedom of professors and administrators, the satisfactions of teaching and serving, physical facilities and services, clarity in understanding academic duties, and similar idealistic considerations. After general discussion of the relative weight of idealistic considerations as compared with economic status, the consensus of the group seemed to be that the philosophical attractions of the profession are important and laudable factors, but the whole profession must continually renew its efforts to alert the public to the financial needs of higher education, particularly during the period of expansion which lies ahead.

Several speakers commented warmly on the variety and attraction of total faculty compensations, and administrators were urged to consider new and effective means of "selling" available staff benefits to those interested in higher education-- the public, prospective teachers, faculties, and students. At some institutions, public relations personnel are being employed to prepare statements for existing and prospective faculty members, and to consult with them, in reference to the types and advantages of staff benefits. One speaker urged that it is just as important to inform the faculty and the public at large of what an academic person <u>does</u> as it is to explain what he <u>gets</u>. In this area of public relations, attention must be given constantly to the special kind of service which the academic profession offers--a service which differs from that of industry and non-academic civic agencies. In defining this special service, care must be exercised to explain the professional nature of such benefits as sabbaticals, teaching loads, academic freedom, and control which should be vested in the academic community itself.

A spokesman from the floor remarked that pressures from without the profession to increase the student-faculty ratio, add hours to the teaching load, and exert controls over the proliferation of courses--such as the proposals of Governor Furcolo and Beardsley Ruml--these things to be done in the name of efficiency, are potential infringements upon the freedom of the professor, particularly his freedom to learn and to pursue a professional way of life. He stated that the professor as well as the registered student is an important integer in higher education. Various answers to this word of caution were proposed: (1) some specialists can secure foundation grants for research and writing which enable them to do less classroom teaching; (2) if concern about proliferation of courses is primarily directed toward low enrollments, the academic profession should be just as concerned about courses having large enrollments as those having small, and a similar consideration should be given to repetitions of course content in different courses; and (3) Mr. Ruml's book is not being attacked for the right reasons: he advocates that boards of trustees should make the decisions about curricular matters, in spite of a general consensus in higher education that the academic community itself should have this responsibility.

The discussion of the nature and value of fringe benefits brought out these points: (1) institutions should be interested in offering faculty benefits which individuals cannot afford to buy for themselves; (2) the faculty and administration should inquire into types of benefits which conform to advantages within our tax laws (e.g. tax free awards for summer research); (3) care should be taken to avoid

INFORMATION AND RESEARCH NOTES

The Education of Women

ISSUED BY THE COMMISSION ON THE EDUCATION OF WOMEN OF THE AMERICAN COUNCIL ON EDUCATION

No. 7 October 1959

WOMEN • EDUCATION • BUSINESS

A distinguished businesswoman, whose reaction we invited to the idea of a special issue of our Information and Research Notes on education, women, and business, underscored her approval with the added comment that she has been somewhat concerned about "the attitude of some professional educators in discussing the education of women and their implication that the only important channel for a trained mind is graduate study and an academic career."

We hope that the material which appears here will reassure this correspondent and others about the attitude of the Commission on the Education of Women in this respect.

To keynote this issue, we have turned to recent statements by two men who have demonstrated clearly by their own actions their belief that the trained minds of women are welcome in the business world.

James E. Patrick, Executive Vice President of the Valley National Bank of Phoenix, Arizona--where, we are told, there are women officers in more different kinds of jobs than at any other bank in the country--had this to say about women's opportunities in leadership, when he spoke last month at the annual convention of the National Association of Bank Women:

> "In the early twenties, women were for the first time recognized in their own right. It is since this period of time that women have been moving into banking in greater numbers and gradually gaining places of leadership . . . Certainly with the explosion of population which we have and which is predicted over the next ten years, management per se will constantly be searching for able leadership. To me this is your great opportunity."

General Robert Wood Johnson, chairman of the board of Johnson & Johnson, wrote as follows in response to a query from the Chairman of this Commission:

> "Viewing the years ahead, I am confident that women with basic business training will have very interesting and important opportunities. Business and industry will need women in executive positions and will have to see that they have the same in-service training opportunities which are available to men. Great challenge and opportunity await young women choosing a career in the business world today."

LIGHT ON THE SUBJECT

A partial listing of recently published material and research projects completed or in process which have come to the attention of the Commission on the Education of Women and which seem to have significant implications for women's education today.

The decision of the Harvard Business School to admit women to its regular graduate programs and the registration there this fall of three women candidates for the degree of Master of Business Administration and one for the doctoral degree underline the extent to which women are gaining acceptance in this field. Six years ago, in its issue for May 9, 1953, Barron's Business and Financial Weekly carried a friendly article about the special management training program for women at Radcliffe--which drew on the Harvard Business School faculty but remained strictly "segregated"--and quoted a co-director (male!) of the program as saying "If a woman goes to a graduate school for men, she is traveling second class." The recent press release announcing the admission of women to this "last all-male sanctuary of the University" notes matter-of-factly that the change was made to meet the needs of women entering administrative careers in government and other areas for an advanced degree and to provide training for prospective teachers--"both men and women"--needed to instruct the rapidly increasing number of students of business across the country.

An experimental program at Douglass College of Rutgers, The State University of New Jersey, is predicated on the philosophy that "business is part of our culture and that a good course in principles of business administration is part of liberal education and should be presented as such." The course covers a study of the principles underlying business organization, finance, marketing, and personnel management, and the practices and policies relating to the performance of these matters. A major part of the course consists of critical discussion and analysis of material presented by visiting lecturers from business organizations. It is financed by a three-year grant from the Robert Johnson Foundation.

Although the total number of women holding responsible positions in business is still relatively small compared with the number of men and also compared with the total number of women employed, there is a growing body of research and writing about them which testifies to the general interest in the subject.

One of the most pertinent of these is an article in Harvard Business Review for January-February 1953--"Opportunities for Women at the Administrative Level," by Frances M. Fuller and Mary B. Batchelder on the findings of a research project which had as its end-purpose an appraisal of the Radcliffe Management Training Program mentioned above. On the basis of information collected from interviews with 175 persons, representing 95 organizations in nine large cities and a wide variety of business and industrial fields, the authors identify areas of progress for women in business and summarize prevailing opinions which indicate the extent of the barriers remaining in the way of ready acceptance.

A series of articles appearing in Fortune during 1956 included one in the June issue by Katharine Hamill--"Women as Bosses," which briefly describes the positions of thirty-six top business women and concludes that the obstacles that still stand in women's way probably will give way if women will train themselves properly for top-level jobs and "work as hard as (probably harder than) men to get and hold the jobs."

EXECUTIVE CAREERS FOR WOMEN, by Frances Maule (Harper & Bros., N.Y., 1957, $3.00) has several chapters on fields in business where women appear to have particular talents and more ready acceptance such as public relations, and special advisers to industry, real estate, insurance, banking and finance, and--in government--as responsible administrators for programs of health, education and social service. The author also discusses the potential effects of "automation" on opportunities for women; the machines can do everything but think, which means that there will be increased need for imaginative and creative executives, managers, and supervisors, e.g. women.

LIGHT ON THE SUBJECT

THE WOMAN EXECUTIVE, by Margaret Cussler (Harcourt, Brace & Co., N.Y., 1958, $3.95) is based on extensive interviews with women executives in a number of metropolitan areas and additional research by the author who is a sociologist on the faculty of the University of Maryland. Backed by obvious familiarity with much of the basic research on women's place in modern society, she writes with assurance--and with humor--on the circumstances which favor the increasing acceptance of women in positions of responsibility and some of the hazards along the way.

"Women Executives: Fact and Fancy," by Claire Trieb Slote, in the December 1958 issue of Dun's Review and Modern Industry provides an interesting round-up of current thinking about many of the points discussed in Margaret Cussler's book and quotes General George Marshall's remark when he appointed Mrs. Anna M. Rosenberg as Assistant Secretary of Defense for Manpower and Personnel: "This is either a stroke of genius or the greatest boner I ever pulled."

Single copies of the December 1958 issue of Dun's Review may be purchased from the publisher, 99 Church St., New York, N. Y., for 75¢. For other titles listed above, consult your local library or bookstore.

Reference is made on the cover page to the attitude that graduate study and an academic career are the only approved roads for women who go to college. Whether in response to this attitude or for other reasons, there is abundant evidence that teaching continues to rank as the most popular profession among college-trained women. The 1958 Handbook on Women Workers reported that 46 percent of all professional women at work in April of that year were teachers, and two recent studies of women graduates found 59 percent of the employed graduates were teachers. Identified in the bottom 25 percent, in company with graduates performing a wide variety of work were those "holding positions rather unusual for women, such as assistant account executive, foreign business specialist in a bank, and stock and bond portfolio analyst."

1958 Handbook on Women Workers, Women's Bureau Bulletin 266, 45¢
College Women Go to Work: Class of 1956, Women's Bureau Bulletin 264, 1958. 25¢
First Jobs of College Women, Class of 1957, Women's Bureau Bulletin 268, 1959. 35¢
All available on order from Supt. of Documents, U.S. Gov't Printing Office, Washington 25, D. C.

Faced as we are today with the great need for more teachers, we are understandably reluctant to turn any potential recruit to this profession in another direction, but not everyone is qualified--by temperament or natural aptitude--to teach, and as increasing numbers of women come into the nation's work force, it seems desirable to encourage them to look for career opportunities beyond the existing patterns. For this reason, we have been especially interested in the comprehensive research project on career development going forward at the Harvard Graduate School of Education under the direction of David V. Tiedeman, which postulates a theory of career development for women as distinct from that for men. Further research to test the elements of this theory is being carried on currently by Miss Esther Matthews, Newton (Massachusetts) High School, who worked with Dr. Tiedeman on the development of the original propositions. (Single copies of an interim paper, "Position Choices and Careers: Elements of a Theory," are available on request from Dr. Tiedeman at Harvard.)

A Study of changing vocational goals during college has been initiated this year by Mrs. Joan May, Director of Vocational Planning and Placement at Sarah Lawrence College. Data include individual interviews with each member of the class of 1962 as freshmen, as well as biographical data, faculty reports, and test results, and job experience records. The students, including those who withdraw from college, will be interviewed each year and, if possible, beyond graduation. The purposes of the research are to determine the influences within and outside the college which affect career planning and to help evaluate the present counseling program. Mrs. May would like to receive information about similar current or recent studies.

UNLISTED NUMBER!

As announced in our June issue, the Commission is operating this year from both edges of the country, with the Director's office at Stanford, California, and a continuing operation office in Washington, D.C., at the headquarters of the American Council on Education. Our Stanford office is on the University campus and we have a box in the University post office, a local telephone number, and a competent and charming part-time secretary.

More specific details on these items will be supplied promptly to anyone who wishes to write directly to the Stanford office--or to come visiting. We are not trying to be exclusive, but the box number is due to be changed sometime during the next two or three months when the post office moves into its new building; the Director is spending considerable portions of her time this year "on circuit" and after next August will again be based in Washington. In view of all these circumstances, we have decided to continue using the Washington address for all general correspondence, subscriptions, and inquiries. Mrs. Caroline P. North, Assistant to the Director, will direct the traffic and maintain liaison with the Stanford office.

COMMISSION ON THE EDUCATION OF WOMEN
OF THE AMERICAN COUNCIL ON EDUCATION
1785 Mass.Ave., N.W., Washington 6, D.C.

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Opal D. David, Director

REPRINT CORNER

(Single copies available on request from Commission on the Education of Women of the American Council on Education, 1785 Massachusetts Ave., N.W., Washington 6, D.C.)

"Special Women's Collections in United States Libraries," by Martha S. Bell, reprinted from College and Research Libraries, May 1959. A selected listing of special collections of materials by and about women and their activities, prepared by the Librarian at Randolph-Macon Woman's College.

"Factors Influencing Women's Decisions about Higher Education," by Opal D. David. Reprinted from the Journal of the National Association of Women Deans and Counselors, October 1959. Paper presented at 1959 convention of the Association summarizing recent research on this subject.

BUSINESS WOMEN'S GROUPS

The National Federation of Business and Professional Women's Clubs, The American Home Economics Association, and the National Association of Bank Women are among organizations which are making important contributions to encourage women to set their sights on executive roles in business. The NFBPW Foundation has announced a fellowship to promote research in problems of interest to business and professional women, and this group's monthly publication, National Business Woman, is currently devoting each issue to women in a particular profession. August, for example, covered women on the bench; September, women in banking; and insurance, pharmacy and airlines are scheduled for the months ahead. (National Federation of Business and Professional Women's Clubs, 2012 Mass. Ave., N.W., Washington 6, D. C.)

WOMEN IN BANKING, by Genevieve N. Gildersleeve, is an authoritative history of the National Association of Bank Women. (Public Affairs Press, 419 New Jersey Ave., S.E., Washington, D.C. $3.25)

The American Home Economics Association recently revised its booklet outlining educational requirements of various industry careers for home economics graduates. (American Home Economics Association, 1600--20th St., N.W., Washington 9, D. C. 35¢)

waste in certain benefits (e.g. some older faculty members have more group life insurance than is needed, for which premiums are very high, while restrictions are placed upon admitting newly appointed younger faculty members to group insurance plans even though their premiums are relatively very low); and (4) benefit plans should take into account the differing needs of younger and older faculty members (e.g. the younger teacher places research opportunity high on his list of benefits, and he is less concerned about retirement privileges than he is about take-home pay).

It was generally agreed that teaching excellence should be given considerable weight in awarding merit raises and granting promotions. A word of caution was expressed about placing too much emphasis upon length of service and the statistics of publications and research; however, the advantages of research opportunities were strongly emphasized by serveral speakers. Evaluation of instruction by students is not popular with many faculty members, it was conceded, but one program of confidential evaluation by faculty colleagues is working satisfactorily, the group was informed.

One speaker from the floor urged the group to consider the importance of giving the teaching faculty a greater share in the development of the academic program; faculty talents should be used effectively, not merely for reasons of morale, but for the development of the whole institution; the criteria for faculty compensation should be widely discussed as policies are developed and should be publicly announced when policies are formulated; and there should be a continuing appraisal of all programs related to faculty compensation.

Near the conclusion of the session, one panelist gave voice to a point of view which was received with general approval: whether we like it or not, he stated, we must face squarely the problem of expanded enrollments, and we must prepare ourselves for solutions which will be less than attractive in many instances. It is likely that we cannot maintain the same level of free time for the faculty member, and it will undoubtedly be true that the life of an academic person is destined to be quite hectic in coming years. We can console ourselves with the thought that the sacrifices of the current generation of professors will prepare the way for an academic world in which better things are attainable for all concerned in the education process. Another speaker reminded the group to include in our public appeals for support the thought that we seek funds in behalf of young people, that the ends we envisage are ones which will benefit civilization itself, and that our primary concern is with quality education.

SECTION II: Faculty-Administration Relationships

Although Section II uncovered no panacea to make the relationships between faculty and administration continuously happy, existing sources of friction were pinpointed and means of reducing them discussed. It was stressed that the role of the departmental chairman is much more important for this relationship than it is now realized in most institutions. Having a foot in both the administrative and faculty camps the chairman can do much to reduce the divided loyalty many faculty experience between discipline and institution. In the selection of a new chairman, it was recommended that consultation between faculty and administration be the accepted procedure.

Problems centering around divisional and school organization were discussed but it was not felt any particular organization had proven clearly superior. In regard to the role of the president, one panelist pointed out that the "myth about the impossibilities of the office" whatever its validity should not be dispelled. It was agreed that the primary function of a president is to serve as educational leader with major attention directed toward long-range planning and its implementation. There seemed to be a consensus that all administrative roles should be made more explicit, with areas of responsibility more clearly delineated.

Central to the faculty-administrative relationship is communications. Faculty committees as an important communication channel were subjected to particular criticism and it was suggested that they should restrict themselves to policy matters and stay out of administration. It was in fact doubted that the time consumed by many committees was worthwhile. A recent study of two large universities indicated that committee work consumed as much time as a 25-man department devoted exclusively to this activity.

Other devices useful in communications include: (1) special faculty meetings to consider pressing problems; (2) circularization of faculty-policy committee decisions, with the provision that a faculty meeting be called when necessary; and (3) special faculty workshops for new faculty members and sometimes for old.

It was also stressed that communications must be a two-way process. Faculty members should have available a friendly ear and administrators should be good listeners.

Special attention must be given to the integration of new faculty members into the academic organization. This is not well accomplished by assigning them the least attractive courses, the least desirable office space, and the heaviest course loads.

In the evaluation of faculty members it was considered important to remember that the well-rounded institution and not the well-rounded individual is being sought. Further, it is essential that all faculty members know what is expected of them. To assign impossible workloads only frustrates and antagonizes. A careful survey of two large institutions of higher learning has shown that faculty members on the average devote 52 hours a week to their academic responsibilities and only 6 or 7 of these hours are given to research, with the remainder spent in teaching, class preparation, and committee work. Unless reasonable work-loads are developed, the gap between performance and capacity will never be closed. With the development of specific programs for each faculty member, criteria for tenure, promotion, and salary increases can be developed and should be rigorously enforced.

In conclusion, it was clear from our discussions that the relationships between faculty and administration can be improved and both sides of the partnership have heavy responsibilities to work toward this end.

Section III: Graduate Preparation for College Teaching

The topic of Section III was introduced by the chairman, who described two major aspects of the problem of graduate preparation of college teachers. He defined two important needs: more promising candidates for college teaching and better preparation for college teaching. Thus, the chairman observed, "Our necessities are really not one, but two." This double concern for quantity and quality has confronted the academic world for some years, the chairman asserted, but "we have not yet found a satisfactory solution to either aspect of our problem.."

In the discussion which followed, there was general agreement with this analysis, though opinion was divided as to the degree of desperation. Some members of the group, while by no means completely satisfied with progress during the last several years, declared that the situation now is considerably better than it was two years ago. Others acknowledged the efforts that had been made in college teacher recruitment and preparation but expressed the view that the present college teacher shortage is relatively worse than it was two years ago and that it is likely to grow even more critical during the next two years. The majority seemed to view the teacher shortage as a crisis with a capital-C, rather than with a small-C, but the general sentiment was by no means one of despairing hopelessness.

There was substantial agreement that the graduate school is beginning to take upon itself the responsibility for preparing prospective college teachers to teach. There appears to be an increase in the number of graduate programs which contain

provision for some training in teaching competence and which reflect concern for communicating insights into educational problems. Concrete examples of such new programs were given by a number of speakers.

In some graduate programs, fundamental changes are already taking place, and plans for even more basic changes were described by several speakers. Two plans for special doctoral programs designed for teachers excited some interest; however, they did not seem to win great support among the subsequent speakers. A new 3-year master's degree program for pospective college teachers (for outstanding students starting with the junior year) was presented and received enthusiastic support from the floor.

The extent to which the graduate school should provide training for teaching competence was a matter of controversy, as was the related question regarding the degree of responsibility the employing institution should take in training and supervising its inexperienced instructors. Two of the panelists strongly affirmed the latter responsibility, and one of them described a number of concrete ways in which colleges might accomplish this task.

In the discussion on the recruitment of college teachers, great emphasis was placed on early identification and guidance of promising young students who might be influenced to enter college teaching. Two national organizations described their efforts for reaching promising candidates for college teaching even before they enter college. This discussion led to the suggestion that the American Council be urged to support further exploration of ways to discover and encourage undergraduates who appear to have the qualifications needed in college teaching.

Two observations were made from the floor which deserve brief mention. The first was that problems of teacher supply and demand are largely "economic" problems in the long run. This declaration had the effect of chanelling the group's discussion to the more profound problem of how to prepare qualified persons for college teaching.

The second observation was that the amount of academic preparation expected of teachers on the elementary and secondary levels upon entrance to the profession has increased significantly during the last decade, while the equivalent preparation expected on the college level has "deteriorated." It was agreed that the reason for this phenomenon is the fact that no generally accepted standard has been formulated and followed in recruiting and hiring college teachers, and no strong voice has been raised in favor of establishing similar standards for entrance to college teaching.

Section IV: International Education: Some New Dimensions of Faculty Responsibility

A generalized thesis was offered by the chairman, as the basis for the deliberations of Section IV. Chancellor Murphy noted the revolutionary impact upon American society of the 100-year-old land-grant college conception of higher education, and its central role in training young Americans to the needs of an expanding, maturing economy. At the present juncture of national and educational development, he suggested, we face another revolution in science, technology, and international relations. To meet the present challenge, higher education must take responsibility for preparing students to assume an effective role in world affairs. This responsibility has now become a central and primary mission of the university.

Agreement emerged, under panel leadership, that a less than adequate program for so training young Americans was presently characteristic of American higher education. It did not appear however, that the group was yet prepared fully to endorse the thesis that a "central and primary" educational mission is preparation for international responsibility.

The increasing involvement of American specialists in the "internal affairs" of other nations led to a consideration in the session of the qualities of mind and spirit requisite to their satisfactory service overseas. These qualities were siad to include: (1) technical skill and ability to improvise, (2) belief in and dedication to a mission, (3) cultural empathy, (4) a sense of politics, or political sophistication, and (5) organizational ability. Certain fallacies related to such service have, at the same time, become clear: (1) that language knowledge is all-important, (2) that foreign area training must be wholly specialized to a particular area, (3) that orientation should be compartmentalized to the sponsor's program, and (4) that overseas service is, in fact, a new discipline.

Educational implications of preparing for specialized overseas service were said to include: (1) training programs are the best sources of recruitment, (2) universities and colleges, rather than sponsoring agencies, should undertake orientation, (3) a necessary part of orientation is immersion in a foreign culture, (4) university "area" programs should expand to serve three markets -- area experts, subject matter professionals, and the general student, (5) opportunities should be created for professional practice abroad, (6) greater emphasis should be placed on comparative study of administrative and political processes, and (7) stress should be laid on a strong background about one's own country.

Little disagreement was voiced in connection with the notion that faculty overseas service is, in general, marked by many advantages to the individual and to his institution. Many contributions inhere in such service to the general objectives of international understanding and peace. A balance was struck in the discussion, however, by attention to evident disadvantages of faculty participation in overseas programs, among them: (1) difficulty of filling gaps left in the contributing institution, and (2) the tendency of faculty to be motivated in significant part by the pleasant diversion from their primary tasks, as such.

Nonetheless, it was stressed that more rather than less emphasis should be placed upon education, per se, as an integral part of our development programs, and that more fields and more people should become involved.

New dimensions of educational service obviously present faculty and institutions with difficult choices. The complexity of the problems suggests, for example, that specific universities might well hew more closely to the line of their own fields of specialization; preventing thereby unwarranted attempts to cover more than it is possible to achieve in a given instance, while depending on larger areas of cooperative action to assure overall coverage required. A caveat was voiced, however, about relying too heavily on such a division of responsibility, it being contended rather that international education should be considered a new dimension throughout the educational process in each university.

All agreed that more adequate preparation of faculty for service abroad is a critical need for the future. Further, it was recognized that the special professional competences of individuals were not, in themselves, adequate equipment for fruitful work abroad. Interdisciplinary "exposure", at the least, appeared required to increase the breadth and depth of the individual's understanding of the foreign societies within which he would work.

In summary, three broad propositions were examined. (1) Widening the base of general education to dilute its present primarily western orientation. Acceptance of this principle promises both to educate Americans to world responsibility and to make progress possible toward institutional recognition of international education as a primary career. (2) The newer international functions require initiative, planning, and action on the part of institutions. Higher education must accept greater responsibility for controlling its own destiny in these matters by coming to grips with the central issues it is asked to serve. (3) Much better, more sophisticated, preparation for overseas service must be conceived for the increasing group of Americans participating in professional missions to other

countries. Progress on this front will lead also to solving related problems of higher education's relationships to governments, corporations, and other sponsors of their overseas activities.

SECTION V: Student-Faculty Relationships

A clear understanding of the subtle relationships between a faculty and its students contributes to the effectiveness of any educational institution. An institution which actively fosters such understanding is more likely to achieve its objectives than one that does not, for where there is genuine rapport between teacher and student there is more likely to be eagerness to teach and determination to learn. The purpose of the discussion in Section V was to identify some of the elements that contribute to good student-faculty relationships.

Brief mention was made of some of the obstacles to satisfactory student-faculty relationships. For example, the student may consider his instruction inadequate. He may find instructors who appear to be totally indifferent to him and to the courses they are giving, particularly if they are required courses taught under compulsion or protest. He may find instructors who seem neither interested in nor aware of his abilities or ambitions. Likewise, the instructor may find students who do not belong in college or who are there for the wrong reasons. He may find students enrolled in his required courses for no other purpose than to fulfill a graduation requirement.

A number of suggestions were advanced to help overcome these obstacles. First of all, it was agreed that the student should be cautioned not to conclude prematurely that his instruction is inadequate, since the process of learning requires a degree of initial trust both in the validity of the instructor's aims and in the efficacy of his methods. Second, while it was recognized that some students should not be detained long at college, it was agreed that the instructor can often instill a desire to learn even in the most apathetic student. Sometimes he can do this by the simple act of persuasion, but, more often, he will need to discover the values held by the student so that he can demonstrate the importance of what he is attempting to teach in terms that are meaningful and relevant. The latter effort is especially necessary in the case of required courses.

Although a gifted teacher is a rarity that cannot be imitated, the average teacher can greatly improve his performance by giving conscious attention to it. It was observed that a good teacher may be successful for what he is just as much as for what he does. He may accomplish much by example. Thus, to the extent that he exhibits enthusiasm for his subject and respect for learning, he is likely to cultivate these same attributes in his students. An active concern for their intellectual welfare, however, will enhance his influence.

Although some persons felt that close personal relationships between faculty and students are desirable, they conceded that much effective teaching is non-personal. Students and teachers meet on a common intellectual ground which, properly tilled, provides a basis for rapport. This rapport, however, can be nourished in a great variety of additional ways.

Inasmuch as the process of learning continues outside the classroom, many participants felt that students should assume more responsibility for their own education. In particular, they felt that advanced students should be enlisted to stimulate greater intellectual activity in the residence halls, to create an atmosphere that discourages cheating, and to interpret the institution's objectives to the less mature students. Although the faculty cannot and should not abdicate its primary responsibilities, it can judiciously involve students in matters pertaining to their own education, thereby increasing their cooperation and incentive.

Finally, it was agreed that student-faculty relationships are deeply affected by the institution as a whole and, especially, by its general level of expectancy. An institution truly committed to academic excellence is likely to have few serious problems of student-faculty relationships. The atmosphere of learning will pervade every quarter of such an institution. Each member of the faculty will relate his own work to the institutional aims to which he is committed. Each qualified student will learn gradually in a variety of ways to relate his efforts to the same general objective. Hence, where purposes are clear, where responsibilities are accepted, and where the level of expenctancy is high, there is likely to be a wholesome and productive relationship between the faculty and students.

SECTION VI: Utilization of New Media for Instruction

A variety of new learning and teaching media are currently being used in American education. This experimentation often combines a variety of media and has produced a reconsideration of more familiar means of providing students with learning experiences.

The newer techniques include the use of closed and open-circuit television, local production and use of instruction by sound-on-film, audio and audio-video magnetic tapes, and the local programming and use of individualized learning machines.

Although the variety of these new techniques and materials is broadening steadily, they have a number of common aspects when viewed from the educational rather than the technological viewpoint:

1. They usually inspire more careful definition of course, unit, and lesson objectives and more thorough and creative preparation of the learning experiences for the student.
2. They often shift more responsibility for learning to the students while at the same time providing more-or-less adequate means of student self-appraisal of progress and feedback of student progress information to the teacher.
3. They often lead to restructuring of the learning situations for the student. Individualized information and skill drill sessions may be moved to a laboratory or an audio-visual center while reserving for the face-to-face teaching situation those experiences for which the conventional classroom methods are most efficient.
4. They tend to increase the variety and effectiveness of stimuli utilized at various steps in the learning process. These include new uses of audio and visual stimuli and the utilization of psychological principles of learning such as the laws of effort (feedback) and reinforcement (reward.)
5. They have stimulated the development of new and unique ways of organizing students, teachers and facilities to enhance the potential value of all learning resources. These include variations in teaching load and class size and new patterns of class scheduling such as novel combinations of lecture and laboratory time.
6. They have encouraged a variety of cooperative faculty efforts. Departmental colleagues can become a team working on common preparation and evaluation of student progress in a number of course sections. Interdepartmental cooperation can come into play where new audio-visual materials are created and produced. Inter-institutional cooperation in the sharing of resources has been afforded by some of the new electronic media.
7. They are powerful stimulants of institutional research on learning goals, teaching methods and learning materials.

These research efforts in the utilization of new educational media and materials are worthy of encouragement by college administrators and teachers. However, care must be taken to insure adequate allocations of faculty time and funds for these efforts in order that the goals of improving the quality of instruction can be achieved. They should never be viewed simply as money-saving devices.

A particular problem arises in the multiplication of the creative efforts of a teacher by transmission of telecasts, films, or tapes for use in direct instruction in institutions other than his own. There is a need for recognition and study of the property rights of the sponsoring institution and of the teacher. This includes the question of "residual rights" or royalties for the institution and teacher when films or tapes are reused at other times and in other places. The reuse of recorded teaching must provide for the academic responsibilities of revising and upgrading the material.

Those who have been connected with some of these media for several years feel that we have reached a new status or place in the program for development of these media. Where opposition was formerly quite strong, successful experimentation has now produced a situation in which there is great interest and anticipation. It was felt that we stand at this moment on the threshold of some tremendous and exciting development in the utilization of new media in instruction.

Foundation Initiates Study of International Role of Universities

Creation of an independent national committee to study the participation of American universities in international education, research, and technical assistance has been announced by Henry T. Heald, president of the Ford Foundation. The new group, known as the Committee on the University and World Affairs, consists of nine leaders from universities, government, business, and foundations. Its chairman is Dr. J. L. Morrill, president of the University of Minnesota. Other members are as follows:

-- Harold Boeschenstein, president, Owens-Corning Fiberglas Corporation.
-- Dr. Harvie Branscomb, chancellor, Vanderbilt University.
-- Arthur S. Flemming, Secretary of Health, Education, and Welfare.
-- Senator J. W. Fulbright, chairman of the Senate Foreign Relations Committee.
-- John W Gardner, president, the Carnegie Corporation of New York.
-- Dr. Franklin D. Murphy, chancellor, University of Kansas.
-- Philip D. Reed, chairman of the Finance Committee, General Electric Company.
-- Dean Rusk, president, the Rockefeller Foundation.

Dr. Ralph J. Bunche, Under Secretary for Special Political Affairs of the United Nations, will serve as consultant to the committee.

The committee has the strong interest and encouragement of the Secretary of State. His representative, Mr. Robert H. Thayer, Special Assistant to the Secretary for the Coordination of International Educational and Cultural Relations, was instrumental in bringing about the creation of the committee.

The committee, in a report that it expects to issue in 1960, will explore how the traditional concept of the American university can be adapted, in principle and in practice, to present-day relations of the United States with other nations. In the course of preparing its report, the committee will examine the educational and research work of universities related to international affairs, the role of the universities in assisting foreign countries to develop educational and research institutions, and the cooperation of universities in government technical-assistance programs and in programs for the exchange of students and faculty.

The Ford Foundation has appropriated funds for the committee's research, operating, and publication expenses. The committee will be independent of the foundation, however, and its recommendations will be entirely its own.

In announcing the committee, Mr. Heald stressed "the need for a perceptive understanding and clarification of the role of our universities in the international field. Particularly since World War II," Mr. Heald said, "American universities have expanded their international interests. Not only do they train more foreign students on their campuses but they provide extensive education, research, and technical assistance -- through teams composed of faculty members -- in overseas countries. Such assistance is often given under contracts with American and foreign governments or private agencies."

(According to statistics compiled by the Institute of International Education, 47,245 students from 131 foreign countries were studying on American campuses in 1958-59. In addition, 1,937 foreign professors, lecturers, and research scholars were on the faculties of 288 American institutions. On the other hand, 1,842 faculty members from 367 American colleges and universities were in teaching, research, or consultive assignments in 82 foreign countries.)

"What makes the committee timely and adds immeasurably to its promise," Mr. Heald said, "is its cooperative character, involving university, government, business, and foundation participation. Thus, the study will not only provide guidelines for our universities and government but will also seek to clarify the stakes of the American people as a whole in international education and cooperation. Hopefully, it can lift the unrelated efforts of individual colleges and universities to a new and higher level of activity in accordance with a common national purpose."

Staff members for the committee are John B. Howard, director of the International Training and Research program of the Ford Foundation; Phillips Talbot, director of the American Universities Field Staff; and Richard F. F. Tyner, Office of the Director, International Cooperation Administration.

Postdoctoral Awards Will Be Made by NSF

Applications will be accepted through December 22, 1959, by the National Science Foundation for postdoctoral fellowships to be awarded in March 1960, Alan T. Waterman, foundation director, has announced. Fellowships will be awarded in the mathematical, physical, medical, biological, engineering, and other science fields, including anthropology, psychology (other than clinical), geography, certain interdisciplinary fields, and selected social science fields. Names of successful fellowship applicants will be announced on March 15, 1960.

To be eligible for postdoctoral fellowships, applicants must be citizens of the United States with special aptitude for advanced training and must hold the doctoral degree or have the equivalent in training or experience. Fellows will be selected on the basis of ability as evidenced by letters of recommendation and other evidence of scientific attainment. Applicants' qualifications will be evaluated by carefully chosen panels of scientists operating under the aegis of the National Academy of Sciences-National Research Council. Final selection of fellows will be made by the National Science Foundation.

A stipend of $4500 per year will be awarded to successful applicants under the Postdoctoral Fellowship program. Dependency allowances will be made to married Fellows. Fellows may engage in study and/or research at appropriate nonprofit American or nonprofit foreign institutions. A limited allowance to aid in defraying a Fellow's cost of travel will also be available.

Application materials may be obtained by writing to the Fellowship Office, National Academy of Sciences-National Research Council, 2101 Constitution Avenue, N.W., Washington 25, D. C.

NSF Science Fellowship Applications Accepted

Dr. Alan T. Waterman, National Science Foundation director, has announced that applications are being accepted for National Science Foundation Graduate Fellowship awards for advanced study in the sciences. Fellowships will be awarded

in the mathematical, physical, medical, biological and engineering sciences, including anthropology, psychology (excluding clinical psychology), and the following social sciences: geography, mathematical economics, econometrics, demography, information and communication theory, experimental and quantitative sociology and the history and philosophy of science. Also included are interdisciplinary fields which are comprised of overlapping fields among two or more sciences. The fields of research and study covered by these awards are limited to those which conform to accepted standards of scientific inquiry by fulfilling the requirements of the basic scientific method as to objectivity, verifiability and generality.

Fellows will be selected on the basis of ability as attested by letters of recommendation, academic records, and other evidences of attainment. Applicants for graduate fellowships are required to take the Graduate Record Examination. Applicants' qualifications will be evaluated by carefully chosen panels operating under the aegis of the National Academy of Sciences--National Research Council. Final selection of fellows will be made by the National Science Foundation.

Stipends for National Science Foundation Graduate Fellowships vary with the academic status of the fellows. First-year fellows -- students entering graduate school for the first time or those who have had less than one year of graduate study -- will receive annual stipends of $1800. Fellows who need one final calendar year of training for the doctoral degree will receive annual stipends of $2200. Fellows between these two groups will receive stipends at the rate of $2200 annually. A dependency allowance of $500 per annum for spouse and for each dependent child will normally be available to married fellows. Tuition, laboratory fees, and limited travel allowances will also be provided.

Application material for the National Science Foundation Graduate Fellowship program may be obtained from the Fellowship Office, National Academy of Sciences--National Research Council, 2101 Constitution Avenue, N. W., Washington 25, D. C. The closing date for the receipt of applications is January 1, 1960. Final selection of Fellows will be announced March 15, 1960.

Applications Wanted for AEC Fellowships

The Atomic Energy Commission is accepting applications for 237 AEC fellowships for the 1960-61 academic year in three programs which offer graduate training in specialized fields relating to nuclear energy. The fellowships are in the fields of nuclear science and engineering, health physics, and industrial hygiene. All are for U. S. citizens.

The programs are administered for the Commission by the Oak Ridge Institute of Nuclear Studies (ORINS), an educational corporation of 37 southern universities and colleges with headquarters at Oak Ridge, Tennessee.

A description of each program, the educational background required of the applicants, the stipends, and place and dates for filing applications follow:

NUCLEAR SCIENCE AND ENGINEERING. One hundred and fifty fellowships are available for first, intermediate and final years of graduate school. The prerequisite is a bachelor's degree in engineering or physical science, and mathematics through differential equations.

The fellowships are for 12 months of study at 49 participating universities. The basic stipend is $1800 for the first year, $2000 for the intermediate year, and $2200 for the final year, with additional allowances for dependents.

The fellowships are awarded on a one-year basis, but renewals are available. The deadline for filing applications is Jan. 1, 1960.

HEALTH PHYSICS. Seventy-five fellowships, five leading to the Ph.D. degree and 70 for one year of graduate study, are being offered in this program.

The five fellowships for advanced training in health physics, leading to a doctorate in disciplines closely related to health protection, will be available each year. Applicants must be actively engaged in health physics work and have a minimum of two years of productive experience in the field. Fellows may choose their graduate school, subject to the concurrence of the ORINS Fellowship Board. The stipend is $4,000 per year plus $400 for each dependent. Up to $2,500 per year is allowed to the graduate school selected to cover tuition and extraordinary costs. The deadline for applications is February 1, 1960.

To be eligible for the other 70 fellowships, the applicants must have bachelor degrees in biology, chemistry, engineering, or physics, with adequate preparation in other related fields and have completed mathematics through calculus. Participants must be under age 35.

These fellowships provide for an academic year of formal course work at an assigned university, following by three summer months of training at an Atomic Energy Commission installation. Participating institutions are Harvard, Vanderbilt, and the Universities of California, Kansas, Michigan, Rochester and Washington. Commission installations cooperating in the program are Argonne, Brookhaven, and Oak Ridge National Laboratories, Lawrence Radiation Laboratory, National Reactor Testing Station and Hanford Atomic Products Operation. A limited number of extensions are available for additional work to complete the master's degree.

The stipend is $2500 for 12 months with an additional allowance for dependents. The deadline for applications is February 1, 1960.

INDUSTRIAL HYGIENE. Twelve fellowships are available in this program which leads to the master's degree. Applicants must be under 35 year of age, and must have a bachelor's degree with a major in physics, chemistry, or engineering. Additional academic training or industrial experience is desirable.

The fellowship is for an academic year and the stipend is $2500. There are additional allowances for dependents and for industrial experience. The participating institutions are Harvard and the Universities of Cincinnati, Michigan, and Pittsburgh. The deadline for applications is March 1, 1960.

Applications and further information on all three programs may be obtained from the Fellowship Office, University Relations Division, Oak Ridge Institute of Nuclear Studies, P. O. Box 117, Oak Ridge, Tennessee.

FHA Faculty Co-op Finished in Oregon

The first cooperative project to be built under supervision of the Federal Housing Administration primarily for the benefit of college faculty members has been announced. The new co-op apartments in Corvallis, Oregon, near the campus of Oregon State College, will have an FHA-insured mortgage for $515,800.

The co-op is not limited to faculty members but will have a balanced community participation, according to Dwight Townsend, special assistant to the Commissioner for cooperative housing. The Benton Manor cooperative will be a management type or permanent co-op apartment house, ultramodern in design. Each apartment will have outside exposure with two bedrooms, bathroom, kitchen, dining-study alcove and a living room with fireplace. Each living room will have a 22-ft. glass wall

with sliding patio doors leading to a private 22-ft balcony for each elevated apartment.

Oscar Pederson, director of the FHA insuring office in Portland, said the project is drawing interest in the city of Corvallis and similar cooperatives are anticipated once the present co-op is completed.

Co-ops Included in Housing Law

The Housing Act of 1959 (Public Law 86-372) includes in addition to $250 million for the College Housing Loan Program, a new section on Cooperative College Housing which is summarized as follows:

Section 603. -- (a) Amends section 404(b) of the Housing Act of 1950 to provide that nonprofit student housing cooperative corporations established for the sole purpose of providing housing for students (or students and faculty) shall be eligible to receive college housing loans.

(b) Amends section 401 of such act to require that the note securing any such loan to a student housing cooperative corporation be cosigned by the educational institution where the cooperative is located. Under this amendment, title to the housing constructed with any such loan would vest in the educational institution in the event of the dissolution of the cooperative.

Report Notes Shift in Facilities Expenditures

The distribution of expenditures for college facilities can be expected to change substantially in the years ahead, according to the first Annual Report of the Educational Facilities Laboratories, Inc.

"At the turn of the century," says the report, "both industry and education distributed their capital outlay for new buildings in a ratio of three quarters for the shell of the building and one quarter for the tools to be used by the occupants. Today the ratio has been reversed for industry - a quarter for the building and three quarters for the tools - but the ratio for educational structures continues for the most part unchanged. There is evidence, however, that the collegiate ratio is changing. Higher education is tooling up through the use of electrical and mechanical means of finding and transmitting knowledge. The computers, the cyclotrons, the hot laboratories, the language teaching machines, the transmission of information by television, the storage and reproduction of information on tapes, all of these are somewhere in use in higher education and will have the effect of drawing attention away from the shelter and toward what goes into it."

EFL sees a similar shift of expenditures coming in secondary education and to a lesser extent in elementary schools. Where schools and colleges are seeking to place on the student more responsibility for his own learning and provide more opportunity for him to proceed at his own pace, expenditures for the tools, whether books, films, apparatus, or equipment, will increase proportionately.

Educational Facilities Laboratories, Inc. was established by the Ford Foundation in 1958 with a grant of $4.5 million to help American schools and colleges with their physical problems by encouraging research and experimentation and by the dissemination of information to encourage improvements and economy in educational facilities.

To date, EFL has made grants for research and experimentation of $503,587 to 16 educational institutions and organizations. In addition, appropriations of $248,500 have been made for 7 self-administered projects.

Additional copies of the report entitled, "Here They Learn," are available from the offices of Educational Facilities Laboratories, Inc., 477 Madison Avenue, New York 7, New York.

National Education Week Proclaimed by President

President Eisenhower has issued the following proclamation concerning American Education Week, November 8-14:

WHEREAS the education of our citizens has been a powerful and unifying force in bringing America to its present greatness; and

WHEREAS we must always defend and maintain -- and employ -- that greatness for ourselves and for our allies in the Free World; and

WHEREAS the lessons of today emphasize the fact that individual freedom, responsible democracy, and a rising level of living demand the full strength of a highly trained and dedicated citizenry:

NOW, THEREFORE, I, DWIGHT D. EISENHOWER, President of the United States of America, do hereby designate the period from November 8 through November 14, 1959, as American Education Week; and I urge citizens throughout the Nation to participate actively in the observance of that week in their schools and communities.

Let us display to the world and to ourselves our pride in this primary instrument of democracy -- public education -- complemented by private education, which is supported by the willing sacrifices of each citizen and which benefits all. This we can do by giving our loyal and intelligent support to our schools and to the teachers who have dedicated their lives to the advancement of their students, the children of America.

Airborne Television Planned in Midwest

A group of nationaly prominent educators from the midwest has announced an airborne instructional television experiment to help lift quality and efficiency of education in a six-state region involving 5,000,000 students and 13,000 schools and colleges. With school and college personnel in the region closely associated with all phases of the experiment, in the fall of 1960 classroom courses on video tape taught by outstanding teachers recruited from all across America will be televised from a DC-7 aircraft some 20,000 feet over the north-central part of Indiana.

Estimated coverage from the "flying TV station" will be a circle 300-400 miles in diameter, reaching from Milwaukee and Detroit to Cincinnati and Louisville. It embraces parts of Illinois, Indiana, Kentucky, Michigan, Ohio and Wisconsin.

Programs will be transmitted from ground-based facilities at Purdue University in Lafayette, Indiana, to the circling four-engine aircraft some distance away and retelecast to schools and colleges throughout the region which choose to participate in the project. This experiment, which may be the forerunner of similar projects in other regions, is an attempt to cope with the national problem of how to provide increasing quality of education on an economically feasible basis for America's rapidly expanding school population.

Specifically, it will seek to:

--Give students educational experiences which often are beyond the scope of conventional means of instruction; for example, demonstrations involving costly laboratory equipment, via television, which might not otherwise be available.

--Broaden the curriculum of the small schools which are unable financially to offer as complete an educational program as they would like; for example, by giving excellent instruction in foreign languages, advanced algebra, sciences, art and music.

--Enable the classroom teacher to devote more time to individual learning needs of students.

--Enhance still further the skills of classroom teachers by coupling with their talents and personal contacts the additional resources of an outstanding television instructor.

--Allow a larger number of students to benefit from such added learning resources.

--Help stretch the available school dollar still further and at the same time to improve quality of instruction.

Individual schools and colleges will participate on a voluntary basis, and instructional programs to be offered will be determined only after extensive consultation with school personnel in the region. The experiment will be conducted by the Midwest Council on Airborne Television Instruction, in conjunction with Purdue Research Foundation at Purdue University, where the central offices of the project are located.

Members of the council are: chairman, Dr. Samuel M. Brownell, former United States commissioner of education, former chairman of the accreditation committee for the American Association of Colleges for Teacher Education, former president of the Higher Education Association of the National Education Association, and now superintendent of public schools for the city of Detroit, Michigan; Dr. Novice G. Fawcett, president, Ohio State University, and former stuperintendent of schools in Columbus, Ohio; Dr. John Guy Fowlkes, School of Education, University of Wisconsin; Dean Lyman V. Ginger, dean, School of Education, University of Kentucky, and past president of the National Education Association; Dr. E. E. Holt, state superintendent of public instruction, Columbus, Ohio; Dr. Frederick L. Hovde, president, Purdue University; Dr. John W. Taylor, executive director, Chicago Educational Television Association; Dr. Herman B Wells, president, Indiana University, and former president of the education policies commission of the National Education Association; and Dr. Benjamin Willis, general superintendent of schools of the city of Chicago, and president of the education policies commission of the National Education Association.

President and chief executive officer of the council is Dr. John E. Ivey, Jr., former executive vice president, New York University, and, prior to that, director, Southern Regional Education Board.

The council will inaugurate the airborne project and assist it through the initial stages. During this time, it expects to work with educators and lay groups in the six-state region to develop an appropriate form of organization and method of continuing financial support.

Estimated total cost of the experiment for the tooling-up year and the first year of broadcasting is nearly $7,000,000. The initial experiment will be financed with private gifts and grants from philanthropic foundations, industrial corporations and others. The Ford Foundation has indicated its readiness to join with other financial sponsors as soon as plans are developed in further detail. A number of industrial corporations already have given assurances of support. The full list of contributors will be announced simultaneously at a later date.

Assisting in the technical aspects of the experiment thus far are three of American's leading research and development companies -- Westinghouse Electric Corporation, CBS Laboratories, and General Dynamics Corporation.

An application for an experimental license to conduct the project will be filed soon with the Federal Communications Commission by Purdue Research Foundation. The experiment will begin with two conventional "wide-band" UHF transmitters aboard the aircraft, so that two different programs may be televised at once. Ultimately, the number of simultaneous telecasts might be raised to six to offer a far greater variety of courses to schools and colleges.

It was Westinghouse engineers who developed the concept of blanketing an entire region from a television transmitter aboard a high-altitude airplane. Their famed "stratovision" experiments from a transmitter in a modified B-29 during a three-year post-war period pioneered the way for the midwest airborne project. Aeronautics advisers have predicted that, with a spare aircraft available

to meet weather and maintenance contingencies, the telecasting aircraft can be expected to be "on schedule" at least 98 per cent of the time. General Dynamics has provided aeronautical advisory services during the development of the experimental plan and is prepared to continue its cooperation.

The ability to televise multiple programs removes one of the major bottlenecks which have hindered use of instructional television on a broad scale.

An unusual feature of the experiment will be testing of "narrow-band" telecasting on two special channels which will carry the same programs as the conventional UHF channels. This "narrow-band" method was developed by CBS Laboratories, with cooperation from Minnesota Mining and Manufacturing Company. "Narrow-band" telecasting has the potential of doubling the number of courses which could be carried over conventional channels.

The "wide-band" transmissions may be received by standard classroom or home television receivers, many of which are equipped to receive regular UHF programs. (Many educational television stations are UHF and most commercial stations operate on VHF channels.) Specially designed receivers will be needed to receive the "narrow-band" programs. These will be supplied by the project to about a dozen test schools, but it is expected a few hundred schools in the first year of the experiment will equip their classrooms for the conventional UHF telecasts under the voluntary program. The council will provide guidance to schools and colleges concerning reception equipment and ways of making the most fruitful use of televised instruction.

At the outset, the instructional telecasts will be limited to no more than 24 half-hour lessons a day. As the project develops after the first year of on-the-air operation -- the 1960-61 school year -- additional courses will be provided. The council hopes eventually to telecast as many as 72 half-hour lessons during a school day.

Most courses will be on video tape, recorded either at the Purdue studios or at production centers, including experienced educational television stations, throughout the country. All "live" telecasting will originate in the university studios. Each course will consist of around 144 half-hour lessons during a school year.

A few such full-length courses, either on film or video tape, are in existence. But most of them will have to be produced "from scratch." One of the principal functions of the council will be to recruit the necessary television teachers and produce their courses on video tape for later telecasting on the airborne project. In cooperation with educators and local television stations throughout the country, the council is undertaking a nationwide "talent search" for outstanding teachers.

Annual Meeting Sets Attendance Record

The Annual Meeting this month was the largest in the history of the Council, with a total registration of 937 persons. There were 170 representatives of 61 constituent member organizations, 595 representatives of 382 institutional members, and 25 representatives of 19 associate members.

Also in attendance were 199 guests, including representatives of 10 embassies and legations, 9 foundations, 14 government agencies, 24 non-member colleges, 22 non-member organizations, 2 foreign universities, and 1 international organization. Also included were 24 representatives of the press and 11 persons with special invitations.

Higher Education AND NATIONAL AFFAIRS
A Bulletin Published by
AMERICAN COUNCIL ON EDUCATION
1785 MASSACHUSETTS AVENUE, N. W.
WASHINGTON 6, D. C.